Bibliography of Doctoral Dissertations in Teacher Education

TEACHER EDUCATION

ILLINOIS STATE NORMAL UNIVERSITY

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Letters to the editors are welcomed and should be addressed to the Executive Secretary. A regular column in which the best of these will be printed will be included in future issues.

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Teacher Education: A Bibliography of 705 Doctoral Dissertations

FRANKLIN PARKER*

The elementary school has been scrutinized, the junior high school probed, the high school examined, the junior college explored, and higher education analyzed. But it is in the professional preparation of teachers—key ingredient of a school system—that breakthroughs and productive innovations are most needed.

In the long run national survival is linked with the strength of those who instruct the young. No nation can be great whose teachers are not creative. No nation can be forward looking whose teachers are not free. No nation can be culturally advanced whose teachers are not masterfully trained.

The studies which follow explore in as many directions the depth and breadth, the scope and range of teacher education. Yet more and better studies are needed. For out of continuing research will come for American teachers and American schools new power and greater force.

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THE AMERICAN STUDENT

A Miscellany of Views

The research on students' values shows that in most cases there is little relation between what the student studies in school and college and what he learns to admire and respect. That is to say, the effect of the formal teaching program is minimal and the effect of social habit, group pressure, and conventional ideas of American success is dominant. The student does his school and college work in order to gain his grades and academic credits. That is what he conceives school work to be. The rest of his life is lived in a social order that has been arranged for him and into which he fits.

There is accordingly a general type of "American high school student," identified by foreign visitors and others who look at our educational system from the outside. He has absorbed the influences of an extroverted community in his home town, particularly in the urban and suburban areas, and models his conduct to a large extent on a young American type, itself a product of the movies, the magazines, the television, the radio, and phonograph records. The boys and girls have a coeducational attitude to teen-age life and a complicated ritual of dating, pledging, riding in cars, attending sports events, along with a common vocabulary of popular phrases. They provide the material for the concept used by social workers, journalists, and parents--the teen-ager. They also provide the mass market for commercial exploitation by clothing manufacturers, record companies, and television networks. The values are for the most part accepted uncritically. The model for the boy is of a star athlete who has a straight A record, is popular with girls and elected to student office by popular acclaim. The model for the girl is one who is pretty, popular, having a B-plus record so that it will not be a threat to her popularity with boys, who likes sports, popular records, movies, has a well-knit social life, and is neither arty nor too brainy nor too intense about anything.

. . . It is here that I come to the reforms to be accomplished in our educational system---the reforms that can help to recreate the American ideal of the individual as democratic man. We seek individuals, not mass men. We seek independence, creativity, imagination, enterprise, initiative, not caution, security-mindedness, materialism, me-too-ism, conservatism. In seeking these values, we must pit ourselves and our resources against major tendencies created by an industrial managerial society which looks to its youth to maintain the present establishment.

The present establishment is dominated by military and economic struggle with foreign countries. But the purpose of a democratic educational system is not to act as an instrument of national policy. Its purpose is to liberate the talents and to stimulate the thinking of its citizens so that they may share fully in the creation of national policies. The United States is the leader of the democratic world. The Ameri-

can educational system exists to bring into being the model of a democratic society that can serve the needs of the modern world, that can bring the privileges and the material well-being of a successful industrial society to the peoples of that world. (From Harold Taylor, "The Understood Child," *Saturday Review*, May 20, 1961.)

Our students vary greatly in intelligence; as many are below as are above average. The problems of the high school change radically as it begins to serve a clientele unselected as to ability.

The situation of the talented boys and girls is clear-cut. The old curriculum was made for them; the road ahead to college and the professional schools is open; and a good deal of attention is already being devoted to them. They will have to learn to avoid being dragged down by the average of the mass about them. But success in doing so is one of the tests of their ability.

The high school has had less experience in dealing with those who, lacking competence or motivation, are euphemistically called the "academically untalented." The traditional course of study is above their grasp, and the careers open to them are by no means clear. Yet the untalented will comprise a rising percentage of the total student body. They cannot be thrown into a labor market which has no room for them, but the imperatives of a democratic society demand that they have their chance. Formerly, it was possible to shunt them off into various vocational educational programs. Rarely did these programs reflect a positive comprehension of the students they served; all too often they aimed simply to get the less able out of the way of the more able. Characteristically, they absorbed the underprivileged, who lacked the opportunity to develop their ability.

In any case, the old forms of vocational education will be even less useful in the future than in the past; the very same economic changes that drive more students into the schools also undervalue the handicraft skills that can be taught there. These vocational programs are therefore growing at a far lower rate than are other sectors of secondary education.

A large part of the high school population consequently finds itself enmeshed in an institution that has little relevance to present or future needs. These boys and girls have drifted on into the ninth grade because it follows after the eighth. They are told to study subjects they cannot grasp and to acquire skills they may never use. Only athletics, marching bands, and their own social life rescue them from total boredom.

And they are adolescents! Growing into maturity, they feel the need to test their powers and assert their individuality. Lacking recognized means for doing so, confined to a round of purposeless tasks, some become utterly apathetic. Others divert their vitality into the rebellion of juvenile delinquency.

The secondary school must adjust to meet the needs of all these young people. In the 1960's, either it will prepare or it will fail to pre-

pare them for citizenship and for careers. (From Oscar Handlin, "Live Students and Dead Education: Why the High School Must Be Revived," *The Atlantic,* September, 1961.)

. . . Hence we have had in recent special reports and studies the Pursuit of Excellence, the Price of Excellence, High Peaks of Excellence (a regional note from my own country), Encouraging the Excellent, and Excellence. The mere mention of the word seldom fails to produce solemn nods. Yet as the documents mount, so do the hints that there is no more agreement about the meaning of excellence than there has been about such phrases as progressive education, general education, and basic education. It is apparent that everybody talking about excellence isn't going there.

What is more serious, Excellence as it is being used to describe educational improvement has not yet focused on the development of a stronger national character, for which our times are crying. The Rockefeller Brothers Report, "The Pursuit of Excellence," ends with a plea for the moral implications of high performance; but there is too little exploration of this in the body of the discussion. John Gardner's *Excellence* treats the term in fuller perspective and my discussion finds no quarrel with his.

It is good to have watchwords like Excellence run up the masts of our schools and colleges. If it is our answer to the post-Sputnik educational depression, we could do worse. Beyond doubt, the educational phenomenon of the past three years is that teachers are working students harder and most students are responding. Yet if Sputnik and our answering cry, Excellence, have started us running, we must also ask whether we are all running in the same direction. The available evidence indicates we are not. Some have used Excellence as the call for a series of countermarches in education; others are using it to back their own opinions about whom, what, and how to teach. In brief, Excellence is in danger of being manhandled, like the word Democracy. It might even end up as a property of the reactionaries, such as befell the word Americanism in some circles.

. . . Have we arrived at Excellence merely by demanding it? It depends upon how closely we identify Excellence with quantity of study. On this faculty members themselves are not certain. All are delighted at the student response; yet the more thoughtful are asking what will it produce in quality of thinking. Are we producing what President Butterfield of Wesleyan has characterized as a dutiful generation? How are we doing on student originality? Or protest, for that matter? (From Louis T. Benezet, president of Colorado College, "The Trouble with Excellence," *Saturday Review,* October 21, 1961.)

. . . First, I find that we know little about the relation between *learning rates* and *aptitude*. This problem will be more familiar to you, perhaps, if I speak of it as that of the effect of practice or training on individual differences, or as the problem of the relation between

intelligence and learning ability. Call it what you will, it is at the root of many issues of educational policy. The propriety and wisdom of any form of ability grouping or individualization of instruction depends partly upon whether in fact there are substantial differences in learning rates and whether these differences are a function of measurable characteristics of the learner such as his "aptitude," or his previous learning experiences.

The problem involves more than a mere observed relation. What is needed is more information than we now have about the *maximal* learning rates for individuals of given aptitude levels, given *optimal* conditions for learning. Obtaining such information implies a vigorous search for optimal learning conditions in school learning, and thus an extensive series of experimental studies on methods of instruction. There are several possible definitions of "optimal" conditions: they could be "optimal" in the sense of yielding maximal learning rates, or in the sense of yielding maximal retention and transfer, or in the sense of yielding greatest satisfaction and confidence on the part of the learner. (From John B. Carroll, "Neglected Areas in Educational Research," *Phi Delta Kappan,* May, 1961.)

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INDEX

(numerals following entries refer to item numbers)

Accrediting, 411, 598; State, 57
Achievement, 462, 502
Action research, 340, 461, 491
Advisory councils, 407, 691
Afghanistan, 634
Agriculture, 23, 133, 157, 272
Arithmetic, 105
Attitudes, 141, 268, 463, 502, 533, 554, 558, 630, 704
Audio-visual instruction, 98, 197, 252, 382, 501
Audio-visual materials, 71, 446, 679
Australia, 544
Austria, 369
Beginning teachers, 372, 467, 683
Business education, 3, 65, 137, 144, 220, 495, 522, 612, 687, 698
Campus Schools: SEE Laboratory schools
Canada, 56, 99, 135, 270, 395, 422, 435
Catholic colleges, 167, 206, 264, 291, 349, 357, 394, 409, 658
Catholic schools, 150, 460
Child development, 269, 418, 551
China, 197, 381, 642, 671
Church-related colleges, 192, 356, 526 544, 660
Class size, 171
Coaches and coaching (athletics), 66
Colleges and universities
  Administration, 97, 127
  Schools of education, 18, 500, 663
College teachers, 15, 189, 258, 353 368, 542, 693, 694
  Selection, 488
Community resources, 482
Congo, 29
Conservation, 271
Cooperation, Educational, 7
Core curriculum, 125, 358, 458, 472
Curriculum
  Evaluation, 136, 235, 238, 378
  Teacher training, 35, 69, 72, 346, 511, 547, 699
Curriculum laboratories, 118, 209
Curriculum development, 1, 40, 211
Economics, 300
Educational administration, 343, 627, 640
Egypt, 10, 21, 317, 442
Elementary education, 6, 52, 67, 76, 80, 90, 104, 107, 109, 111, 150, 158, 160, 174, 181, 187, 196, 198, 203, 225, 226 232, 238, 251, 257, 270, 277, 290, 293, 295, 305, 312, 315, 319, 320, 357, 359, 361, 375, 380, 394, 396, 400, 410, 420, 422, 434, 464, 468, 473, 482, 487, 493, 498, 508, 519, 529, 552, 577, 580, 586, 589, 590, 593, 614, 635, 646, 648, 662, 665, 674, 685, 686
English, 122, 194, 595, 672, 673
Evaluation, 179, 568
Extension courses, 426
Federal aid to education, 350
Field services, 444, 475, 520, 607, 651
Foreign languages, 429, 673
Foreign study, 9
France, 199, 338, 429, 642
General education, 161, 166, 183, 396, 587, 633
Geography, Human, 17
Germany, 33, 341, 538
Graduate study in education, 175, 293, 359, 405, 432, 607, 632
Graduates, 452, 459
Great Britain, 270, 556, 642, 651
Guatemala, 4
Health education, 43
Higher education, 97
Home economics, 702
Human relations, 208, 326
In-Service programs, 10, 13, 16, 28, 38, 41, 46, 61, 63, 89, 102, 110, 114, 115, 132, 138, 140, 152, 154, 155, 157, 170, 182, 188, 202, 209, 234, 240, 243, 262, 263, 269, 271, 272, 277, 279, 283, 285, 286, 287, 294, 297, 302, 303, 311, 318, 319, 320, 331, 336, 337, 354, 363, 371, 379, 382, 390, 393, 413, 423, 428, 434, 446, 449, 457, 461, 473, 476, 477, 480, 481, 483, 491, 493, 507, 516, 518, 523, 559, 560, 565, 573, 575, 576, 581, 602, 608, 611, 612, 617, 620, 628, 636, 645, 647, 658, 660, 668, 669, 675, 684, 696
India, 27, 114, 176, 327, 352, 379, 555, 628, 632, 642, 654
Industrial arts, 174, 292
Instructional materials, 113, 118, 489, 619
Intergroup education, 285
Internship, 12, 39, 273, 514
Iran, 5, 279
Iraq, 263, 282, 339, 404
Japan, 344
Junior college teachers, 58, 163, 183, 385, 389, 633
Junior high school teachers, 222, 440, 445

Kirk, John R., 153
Laboratory method, 74
Laboratory schools, 265, 301, 479, 496, 562, 566, 605, 682
Leadership, 227
Lebanon, 244, 465
Liberal arts colleges, 156, 250, 456
Library instruction, 78
Logic, 178
Mathematics, 347
College, 232, 368
Elementary, 107, 361
Secondary, 204, 585, 597, 651
Mental hygiene, 42
Minnesota Teacher Attitude Inventory 141
Negroes, 124, 128, 130, 137, 173, 179, 272, 275, 413, 451, 474, 535, 647, 674, 694
Music, 54, 68, 109, 333, 381, 471, 532, 670, 695
New Brunswick, 135
Newfoundland, 298
Nursery school teachers, 584
Pakistan, 25
Personnel service, 79, 186
Philippines, 12, 105, 146, 186, 337, 367, 400, 408, 410, 483, 505, 549, 552, 559, 653, 659
Philosophy, 19
Physical education, 14, 61, 247, 296, 435, 664
Prediction of scholastic success, 145, 384, 592, 689
Prediction of teaching success, 365, 685, 703
Pre-service professional education, 24, 31, 87, 161, 173, 195, 207, 221, 236, 249, 251, 293, 298, 342, 358, 394, 464, 486, 519, 540, 551, 567, 600, 637, 647, 660, 662, 680, 691, 698
Professional education, 11, 85, 93, 101, 103, 104, 162, 171, 177, 206, 211, 231, 256, 260, 276, 280, 289, 290, 306, 307, 329, 334, 375, 417, 478, 539, 545, 555, 603, 638, 641, 650, 677
Evaluation, 233, 313, 314, 315, 325
Professional laboratory experiences, 37, 55, 81, 95, 96, 131, 148, 149, 184, 185, 213, 219, 224, 259, 312, 323, 343, 355, 359, 412, 416, 424, 474, 490, 503, 507, 540, 546, 591, 598, 606, 618, 644, 646, 680
Psychology courses, 414
Puerto Rico, 13, 155, 460, 646, 675
Recruitment, 26, 223, 497
Religious education, 60, 267, 427, 431
Research, Educational, 444
Role playing: SEE Sociodrama
Russia, 330
Scholarships, 168
School administration, 126
School administrators, 388, 398, 608, 668
County, 154
Elementary, 152
Secondary, 351
Schools of education: SEE Colleges and universities
Science, 221, 242, 521
Secondary education, 22, 55, 73, 108, 117, 125, 128, 161, 162, 166, 172, 180, 194, 207, 208, 220, 221, 224, 230, 242, 250, 257, 274, 275, 289, 286, 317, 321, 367, 374, 391, 392, 416, 421, 456, 466, 470, 472, 478, 504, 524, 527, 539, 553, 555, 572, 574, 613, 616, 621, 637, 658, 665, 669, 671, 678, 690, 699, 700
Semantics, 178
Seminars, 450
Social studies, 33, 317, 604, 647
Sociodrama, 531, 562
Speech, 94, 201, 216, 281, 579
Staff utilization, 159
State departments of education, 229
Student records, 47, 92
Student selection, 53, 151, 348, 578, 582, 625, 639
Student teachers, 8, 44, 86, 92, 100, 121, 160, 181, 193, 248, 255, 257, 284, 304, 309, 364, 377, 380, 397, 453, 550, 554, 563, 564, 570, 571, 582, 587, 599, 615, 623, 628, 630, 649, 676, 683
Student teaching, 20, 30, 34, 45, 52, 54, 62, 70, 82, 83, 86, 88, 92, 116, 119, 123, 128, 129, 134, 143, 146, 150, 164, 165, 180, 187, 203, 208, 212, 214, 215, 217, 228, 230, 239, 241, 245, 246, 253, 274, 278, 288, 295, 310, 322, 324, 332, 355, 360, 362, 366, 370, 374, 402, 421, 441, 448, 485, 504, 512, 517, 530, 536, 537, 548, 552, 554, 558, 561, 571, 572, 574, 579, 584, 589, 591, 594, 601, 613, 614, 616, 621, 622, 629, 649, 653, 673, 686, 697, 703,
Off-campus, 14, 59, 77, 112, 226, 326, 335, 340, 345, 383, 401, 415, 419, 447, 454, 525, 534, 557, 626, 666
Students
Social and economic status, 200
Sweden, 510
Syria, 316

Tape recordings, 191
Teacher education, 133, 378, 642, 661
Arkansas, 386
California, 183, 403
Case study, 392
Evaluation, 387, 437, 438, 469, 541, 591, 655, 667, 681, 705
Florida, 177, 407
Georgia, 173
History, 528, 643, 692
Arizona, 308
Nebraska, 299
Kentucky, 467
Library resources, 621
Minnesota, 440
Mississippi, 610
Missouri, 196
New York, 206
North Carolina, 124
Oklahoma, 84, 655
Pennsylvania, 149, 175, 200
Tennessee, 515
Texas, 192
Virginia, 433
West Virginia, 106
Teachers, 142
Certification, 515
Placement, 425
Rating of, 147
Reading, 499
Salaries, 261, 506
Teachers' aides, 701
Teachers colleges, 32, 235, 254, 266, 443, 643
Administration, 583
Massachusetts, 406
Minnesota, 120
Missouri, 190
Pennsylvania, 175, 536, 622
South Dakota, 195, 509
Texas, 436
Wisconsin, 22
Teachers' institutes, 328
Teaching
Attitudes, 205,218, 657
Methods, 75, 169, 204, 242, 305, 321, 376, 569, 690
Teaching as a profession, 49, 64, 513, 656, 657
Textbooks, 468
Thailand, 113, 184, 439
Values, 51, 139, 588
Wales, 556, 651
Workshops, 63, 294, 347, 399, 449, 455, 684

D